**Chrysanthemum (Day 2)**

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| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd, Sharon Clark** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: I Am Storyteller** | | | **Corresponding Unit Task:**  2-Authors Sign Their Names  3-Books Have Different Parts | | |
| **Essential Question(s):** How do active readers retell a story? What are the different parts of a book? Why is it important for good writers to form their letters correctly? | | | | | |
| **Teacher Note—** Vocabulary is relevant to all days reading this book.  Other great books to read this day:  *Silly Sally* by: Audrey Wood  *I have feelings* by: Bobbie Kalman | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * The book *Chrysanthemum* * Materials to make names: wiki sticks, trace name with witches finger, big orange crayon, marker, skinny pen, shaving cream, sand, etc Character pictures (morning work) * Vocabulary picture cards * Sight word cards (I, am) * Sentence strips for word wall * Handwriting paper * Names on word wall | | | | Chrysanthemum- picture card  Delphinium- picture card  Setting- definition  Characters- definition/card  Wilted- dramatize  Teasing/Taunt- discussion/compare  Cover, Back, Title, Author, Illustrator | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Listening/Speaking**  **Standards:** SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  **I Can Statement(s):** I can use new vocabulary words. I can listen to my partner. I can follow directions. I can share information.  **Instructional Plan:**   * Pass out character pages from day before; have students bring pages to the carpet * Students get with a partner and ask, “Who is the character?” and respond with another student. Show a few examples and then let students pair up to practice asking and answering “Who is the character?” * Let students switch partners 2 times. Have a cue for students to switch (music, bell, sound, etc.) * Introduce new vocabulary cards (setting, Delphinium, and wilted) * Reintroduce vocabulary cards from the day before * Have students echo vocabulary words | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:** RL.K.1 - With prompting and support, ask and answer questions about key details in a text.  RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.  RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RL.K.10 - Actively engage in group reading activities with purpose and understanding.  RF.K.1 - Demonstrate understanding of the organization and basic features of print.  **I Can Statement(s):** I can listen for information.  **Instructional Plan:**   * Chant the parts of the book chant echo chant “This is the front of the book (This is the front of the book), This is the back of the book (This is the back of the book), This is the title of the book (This is the title of the book), This is the author of the book (This is the author of the book), etc.” * *As teacher is talking and children repeating point to the parts of the book* * Review predictions from day before (see sticky notes or paper they are written on) * Continue reading from Chrysanthemum’s first day of school… * **STOP reading** when Chrysanthemum wishes she could change her name * Talk about feelings, how do you think she feels about school?, how would you feel if someone didn’t like your name?, how do you feel when someone is unkind to you? * 2-3 minute discussion with a partner (Partner echoes question “how do you think she feels about school?”) * **Start** reading again * **STOP** reading the page with the worst nightmare (large scary mouse picking her petals) * Review what wilted means and talk about what absolutely perfect means * Play a game where students act either “wilted” or “absolutely perfect” in response to different scenes from the book (comparing feelings at home and school) * **Star**t reading again; finish story * Who are other characters in the story? * Have students describe how the characters changed in the story * Play “wilted”/ “absolutely perfect” again with the sequence of the story * Relate wilted and absolutely perfect to problem/solution in the story * Discuss that they things students did to make her wilt are called teasing/taunting (show vocabulary card) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper-and lowercase letters 2. Produce and expand sentences in shared language activities.   **I Can Statement(s):** I can write my name. I can build a sentence with I am.  **Instructional Plan:**   * Talk about the importance of a name. Talk about capital letter formation (sing a song if you have one) * Recall how Chrysanthemum loved her name and wrote it different ways. * Students first have their names scrambled in baggies and a copy of their name printed on a sentence strip—everyone does this first * Have materials laid out at different tables for students to write their name with different mediums (wiki sticks, trace name with witches finger, big orange crayon, marker, skinny pen, shaving cream, sand, etc.)—5 minute rotations per table | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):** I can write a sentence. I can illustrate a sentence.  **Instructional Plan:**   * Students use their very best handwriting to write their name on a sentence strip to put up on the word wall (they can replace their name you had put up on the word wall or make a mini word wall of names) * Students say, “I am \_\_\_\_\_\_\_\_.” as they place their names on the word wall. | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—Questioning**  Repeat chant about parts of the book using our *Chrysanthemum* book. Students bring book to the carpet to do it with their own book.  Ask—What is a character? Who was the character in our book?  Refer back to “wilted”/ “absolutely perfect” game | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Reading— Ask higher level questions (Does anyone know other parts of the book?) * Listening/Speaking—have students ask each other “where would this character be? What could the setting be?” * Word Study— unscramble name without visual reference | | * Reading—proximity to the teacher, scaffolding with questions * Listening/Speaking—front load students in the morning about who their character is * Word Study—modify stations (have students write name overtop of the copy) * Writing— dotting or highlighting | | | * Reading—front load who a character is * Listening/Speaking—front load students in the morning about who their character is * Word Study— modify stations (have students write name overtop of the copy) |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Reading— teacher observation with game “wilted”/”absolutely perfect” game  Listening/Speaking— teacher observation on how they answer “Who is the character?”  Word Study— observation on how they unscramble and write  Writing— sentence strip with name | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*